***I Did Not Panic: Creating Historical Narratives* (p. 118)**

This section begins with Pamela (the teacher) stating that students’ writing will reflect the literature they have been exposed to. Giving students exposure to multiple genres will enable them to write with a greater variety of styles. She describes her concerns about her students and their desire to be a confederate soldier in spite of living in a Union state. She decided to get here students to look beyond the superficial aspects of history to the meat and potatoes. She tried this by having her students develop then answer specific questions. Two of these questions were: What would you need in order to write this story? And Where would you find the necessary information?

Pamela discusses her lessons and how they built on each other. She describes her use of primary sources and how she uses them to get her students to think about the time period of the Battle of Shiloh. She uses multiple types of primary sources and has the students discuss their use and interpretation. She uses these discussions as an example of what historical Writers also have to deal with. Pamela closes with a description of her final assessment and what other teachers use as their final assessments.

***Analyzing Students’ Historical Narratives* (p. 120)**

This section describes how to analyze the students' historical narratives. Pamela says that although she wants to assess the medium or surface of students writing like grammar and punctuation, she also wants to make sure that the message or content components of the work are also appropriate and properly stated. Such as the use of sources to support interpretations, completeness of the interpretations, sequence of events, and the degree to which their interpretations were appropriate.  
 Pamela describes her experience assessing regular writing but she was not sure how she could assess historical writing. Pamela adapted some literacy strategies to help her with historical writing.  
 She has developed an analysis sheet that she can use to look at the students work. It covers the questions and then her analysis and observations. When developing this analysis sheet, you should look at the final exam question and then think about what information would be needed in order for students to answer the question correctly as well as how much scaffolding would be needed. Her goal is for the students to describe the *picture* of history. This requires them to focus on the background more than just the character they were reading about. Such as the other people, hospitals, gunboats, the river life. When they make their scenes the students will then have to be sure to describe why the scene is historically plausible, but more importantly why the scene is historically *important*.  
 Pamela states that this type of assessment is very important because it allows both the students and teachers to see a reflection of the students work as well as growth. These items can be used when speaking with parents or guardians during teacher conferences.

**Link to Lesson for Historical narratives:**

The below lesson involves strategies like “Portable Archives” The teacher should pre-select content that they wish the students to use for their narratives. They ask the students to look at the background of the slaves, i.e. plantations, homes, family members. For assessments they can use a two column notebook with information from before and after slavery. The students can work in groups with specific roles for each student. This activity uses primary source documents and firsthand accounts of this particular time period.

[**Historical Narrative Lesson Plan**](http://edsitement.neh.gov/lesson-plan/slave-narratives-constructing-us-history-through-analyzing-primary-sources#sect-introduction)[**http://edsitement.neh.gov/lesson-plan/slave-narratives-constructing-us-history-through-analyzing-primary-sources#sect-introduction**](http://edsitement.neh.gov/lesson-plan/slave-narratives-constructing-us-history-through-analyzing-primary-sources#sect-introduction)